

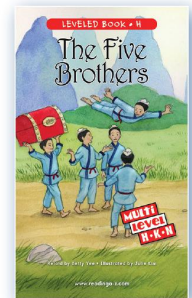
Focus Question:

How do the brothers trick the magistrate?

Book Summary

Text Type: Fiction/Legend

When a young boy is thrown into jail for taking fruit from the magistrate's tree, his four brothers come together to use their individual powers to rescue him. Readers will enjoy *The Five Brothers*, with its colorful illustrations and entertaining storyline. The book can be used to teach students to determine cause-and-effect relationships as well as to retell to better understand a story. The book and lesson are also available for levels K and N.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Recognize cause-and-effect relationships
- ☐ Describe information provided by a glossary
- ☐ Discriminate initial consonant *br*-blends
- ☐ Identify initial consonant *br*-blends
- ☐ Recognize and use past-tense verbs
- ☐ Understand content vocabulary

Materials

- ☐ Book: *The Five Brothers* (copy for each student)
- ☐ Cause and effect, initial consonant *br*-blends, past-tense verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *away*, *came*, *could*
- **Words to Know**
Story critical: *China* (n.), *iron-hard* (adj.), *magistrate* (n.), *plan* (n.), *powers* (n.), *treasures* (n.)
- **Academic vocabulary:** *alike* (adj.), *became* (v.), *plan* (v.)

Guiding the Reading

Before Reading

Build Background

- Ask students what they know about legends (stories about characters who have supernatural powers). Discuss other legends they may have read or heard about.
- Discuss with students what makes a person a thief. Discuss as a class possible consequences for stealing.

Introduce the Book

- Give students their copy of *The Five Brothers*. Guide them to the front and back covers, and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that they will better understand and remember what they read when they stop every now and then to retell in their mind what is happening in the story. Point out that when someone is retelling a story, he or she retells the important details using information from both the words and pictures. Remind students that it is important to retell the details in the correct order, so when they are reading a story, it is important to remember the order in which things happen. Use an everyday example, such as brushing your teeth, to demonstrate how to retell in the correct order. Then, invite students to retell an example to a partner, such as how they put on their shoes or how they come into the classroom each morning.

Introduce the Comprehension Skill:

Cause and effect

- Explain to students that authors often write about a cause and an effect so readers can better understand what happens in the story. Write the words *cause* and *effect* on the board. Explain to students that a cause is what makes something happen and an effect is what happens. As a class,

Guiding the Reading (cont.)

discuss an example of a cause and its effect. Use the example *I forgot to zip my backpack, so my books fell out*. Have students work in pairs to determine what the cause is and what the effect is.

- Review with students a familiar book or movie that has multiple examples of causes and effects. Have students work in groups to determine at least one cause-and-effect relationship from that book or movie.
- Have students work with a partner to predict a cause and its effect that might be in the story.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about the five brothers and their special powers. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How are all five brothers alike? How are they different?* (level 2) page 3
- *What problem does Fifth Brother face in the story?* (level 1) page 5
- *Why did the dragon become tired from fighting?* (level 2) pages 10 and 11
- *What did First Brother do for Fifth Brother?* (level 1) page 12
- *Why did the magistrate think that Fifth Brother had many powers?* (level 3) multiple pages
- *Did the magistrate find out that there were five brothers with different powers? Why or why not?* (level 2) multiple pages

Text Features: Glossary

Explain that a glossary defines the words that are in the story and that it can be used like a dictionary. Have students turn to page 16 and review the glossary. Ask students: *What do you notice about the order of the vocabulary words? What is the definition of the word treasure? What part of speech is the word China? On what page can you find the word powers?* Place students into small groups, and give each group a set of the glossary words written on cards. Have groups work together to place the words in the alphabetical order, discuss each word’s part of speech, and locate each word in the book.

Skill Review

- Model for students how to retell what you have read so far. Have them stop at certain points during the story to retell in their mind what they have read. Have students retell the story from the beginning to a partner. Listen to see whether they include the events in detail and in the correct order. Encourage students to use transition words, such as *first*, *next*, *then*, and *finally*, when retelling the story.
- Review with students how to identify causes and effects. Point to the words on the board and remind them that the cause is what makes something happen and the effect is what happens as a result.
- Have students work in groups to periodically review the details they have read, including the causes and their effects that they read about.
- Model for students how you identify causes and effects using the text and illustrations in the story. **Think-aloud:** *The story describes many ways the brothers trick the magistrate to save Fifth Brother. On page 13, the illustration shows Fifth Brother handing the treasure over and the magistrate pointing at him with an unsatisfied look. After reading the words, I know the magistrate wants to keep Fifth Brother because of the many powers he thinks the brother has. I know that the cause of Fifth Brother’s perceived talents is the help of his five brothers and their combined powers. The effect of them working together is the magistrate wanting to keep Fifth Brother, thinking he has all the powers. This is one of many cause-and-effect relationships in the story.*
- Model how to complete the **cause-and-effect worksheet**. Have students identify a cause and its effect in the story. Then, have students discuss them with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: Cause and effect

Have students complete the cause-and-effect worksheet. Have them share their work with a partner. Invite volunteers to share one of the causes they chose with the rest of the class, and have different volunteers identify the corresponding effects.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *The brothers worked together to trick the magistrate. Each brother used his power to help get the treasure from the island to the magistrate. The magistrate never saw more than one brother at one time.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant br-blends

- Say the word *breath* aloud to students, emphasizing the initial /br/ sound. Have students say the word aloud and then say the /br/ sound. Have students practice saying the /br/ sound to a partner.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the *br-* blend: *bend, bright, brag, book, branch, brew, bill, and brat.*

Phonics: Initial consonant br-blends

- Write the word *brother* on the board, and read it aloud with students.
- Have students say the /br/ sound aloud. Then, run your finger under the letters in the word *brother* as students say the whole word aloud. Ask students to identify which letters represent the /br/ sound in the word *brother*. Repeat this process with the word *brush*.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *bride, braid, breeze, and brass*. Invite volunteers to come to the board and add the initial consonant blend to each word.

- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-br-blends worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Past-tense verbs

- Read the following sentence aloud with students: *A dragon watched the treasure*. Remind students that *verbs* are action words. Have students identify the verb in the sentence, and write *watched* on the board.
- Explain that when we describe something that happened in the past, we use the past-tense form of the verb. Point out that, typically, we add the letters *-ed* to create a past-tense verb, but not always. Sometimes the word changes differently.
- Write the word *pick* on the board, and read it aloud. Ask students how they would change the word to show that the action happened in the past.
- **Check for understanding:** Have students work in small groups to create a list of five action verbs that includes both the present and past-tense forms. Have students create a sentence using one word from their list. Invite volunteers to share their sentence with the class. Call on different volunteers to identify the verbs in the sentences.
- **Independent practice:** Introduce, explain, and have students complete the **past-tense-verbs worksheet**. If time allows, discuss their answers.

Word Work: Content vocabulary

- Explain to students that understanding the definitions of the words they read will help them better comprehend the meaning of the story. Have students turn to page 3 in the book and locate the word *iron-hard*. Remind students that the word is in boldface print because the meaning of this word is important. Explain how authors include challenging words to expand readers' daily vocabulary.
- Have students read the sentence aloud: *Fourth Brother had an iron-hard body*. In pairs, have students discuss the meaning of the word on the basis of how it sounds in the sentence. Call on volunteers to share.
- Have students turn to the glossary on page 16 and read to a partner the definition of the word *iron-hard*.
- **Check for understanding:** Have students work in pairs to define one of the content words from the story.

Connections

- See the back of the book for cross-curricular extension ideas.